Department of Elementary and Secondary Education
Division of Special Education - Data Coordination

SPECIAL EDUCATION REPORTING TABLE 2008-09

* The Exhibit numbers refer to the *Core Data Collection System Manual, Version 20*, in use during the 2008-2009 school year. Also, refer to the MOSIS User's Guide for further information regarding collections.

What reported?			How reported?			Why reported?		When reported?
Collection	**Description**	**Selected Components***	**Core Data Screen**	**MOSIS Files**	**Other**	**Required By**	**Used For**	**Due Date**
District Contact Personnel	Contact information for district administration	✓ Name ✓ Phone Number ✓ Email address	Screen 03	No	No	✓ State	Contact Info	Aug. 15
Educator Collection	Educator demographics & buildings	✓ Educator information ✓ Career information ✓ Salary information ✓ Other	Screen 18 populated by MOSIS	✓ Educator Core ✓ Educator School	No	✓ Federal ✓ State	HQT, Approp Cert, Fed Report	Oct. 15
Educator Assignment Collection	Educator assignments & course enrollment See Exhibit 16 for Reporting Guidelines for Special Education Programs	✓ Course Code/Name (Exh. 10) ✓ Grade level codes (Exh. 12) ✓ Program code (Exh. 13) ✓ Delivery system (Exh. 14) ✓ Course minutes ✓ Student records for teaching assignment or caseload number	Screen 20 populated by MOSIS	✓ Course Assignment ✓ Student Assignment	No	✓ Federal ✓ State	HQT, Approp Cert, Fed Report	Oct. 15
Child Count & Environments of Students with Disabilities	Child Count – ages 3-22, enrolled in the district with an IEP as of December 1	✓ Primary IEP Disability (Exh. 18) ✓ Educational Environment (Exh. 19) ✓ Date of birth ✓ Enrolled on Count Date ✓ Gender ✓ Race/Ethnicity (Exh. 2) ✓ LEP Status	Screen 11 populated by MOSIS	✓ Student Core	No	✓ Federal ✓ State	SPP Ind. 5, 6, 9, 10 Fed Report	Dec.15
Graduate Follow-Up	Report of activities after graduating from high school (employment, education, etc.)	✓ Post-graduation activity ✓ Gender ✓ Race/Ethnicity (Exh. 2) ✓ IEP Disability	Screen 08 populated by MOSIS	✓ Graduate Follow-up	No	✓ State	SPP Ind. 14	Feb. 15
Exiting Data for Students with Disabilities	Report of students, ages 3-22, who exited Special Education, including children exiting early childhood special education and entering kindergarten	✓ Primary IEP Disability (Exh. 18) ✓ Exit category (Exh. 20) ✓ Date of birth ✓ Gender ✓ Race/Ethnicity (Exh. 2) ✓ LEP Status	Screen 12 populated by MOSIS Screen 13 populated by MOSIS	✓ Student Core (June) – exit codes checked against exit codes in Student Enrollment/Attendance	No	✓ Federal	SPP Ind.1, 2	June 30

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06/15/2008

	What reported?			How reported?			Why reported?		When reported?
Collection	**Description**	**Selected Components***	**Core Data Screen**	**MOSIS Files**	**Other**	**Required By**	**Used For**		**Due Date**
Discipline Incidents	Report of each incident resulting in in-school and out-of-school suspension and expulsion Core Data Screen 9 is used to report the number of safe schools violations (See Exhibit 32).	✓ Date & type of offence ✓ Type of weapon ✓ Race/Ethnicity (Exh. 2) ✓ Gender & LEP status ✓ Primary IEP disability (Exh. 18) ✓ Type & Length of removal ✓ Modified length (Y/N) ✓ Alternative placement (Y/N) ✓ Number of Safe Schools Violations (Exh. 32)	Screen 09 populated by MOSIS Screen 09 – Enter safe schools violations	✓ Student Discipline Incident	No	✓ Federal ✓ State	SPP Ind. 4		June 30
Professional Development	Used to report high quality PD during the current school year for each educator	✓ Educator ✓ Yes/No	Screen 19	No	No	✓ Federal ✓ State			June 30
Parentally Placed Private School Children with Disabilities	The number of private school children evaluated, found eligible and served during the school year	✓ Number evaluated during year ✓ Number evaluated and found eligible during year ✓ Number evaluated, found eligible and served during year	No	No	I-Form	✓ Federal	Meeting IDEA requirement		June 30
Early Intervening Services	The number of students without IEPs who received early intervening services and the number of students with IEPs that received early intervening services in the past two school years	✓ Number of students without IEPs who received early intervening services ✓ Number of students with IEPs that received early intervening services in the past two school years	No	No	I-Form	✓ Federal	EIS Fiscal Monitoring		June 30
Early Childhood Outcomes	Report of ratings at entry to and exit from ECSE in three areas: 1. Positive social-emotional skills 2. Acquisition and use of knowledge and skills 3. Use of appropriate behaviors to meet their needs.	✓ All entry data compiled during that school year ✓ All exit data compiled during that school year ✓ MOSIS ID required	No	No – maybe coming	Spread-sheet (maybe going)	✓ Federal	SPP Ind. 7		June 30

What reported?			How reported?			Why reported?		When reported?
Collection	Description	Selected Components*	Core Data Screen	MOSIS Files	Other	Required By	Used For	Due Date
Part C to B Transition Timelines	Listing of children referred from Part C (First Steps) to Part B (ECSE) Collected the year prior to MSIP year, so not every year for every district	✓ Date of birth ✓ Eligibility determination ✓ Date of IEP ✓ Reason for delay	No	No	IMACS	✓ Federal ✓ State	Monitoring SPP Indicator 12	May 15
Initial Evaluation Timelines	Listing of students referred for initial evaluation to special education Collected the year prior to MSIP year, so not every year for every district	✓ Date of referral ✓ Date of parental consent to evaluate ✓ Date of eligibility determination ✓ Reason for delay	No	No	IMACS	✓ Federal ✓ State	Monitoring SPP Indicator 11	May 15
Blind Literacy Survey	Report of the number of blind/visually impaired students receiving Braille and other services	✓ Number receiving Braille and Braille-related services ✓ Number receiving materials in Braille and Braille-related services but no longer receiving Braille instruction ✓ Number using slate and stylus or other Braille writing device ✓ Number receiving transition planning services with cooperation from Rehabilitative Services for the Blind as part of their IEP ✓ Number of referrals to RSB	No	No	I-Form	✓ State	Annual report about blind/visually impaired to State Legislature	Jan. 31

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